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**INDIVIDUAL
SELF-TESTING KEY
for
SOCIAL-STUDIES SKILLS**

By
**FORREST E. LONG
AND
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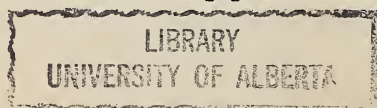
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Skill 1

How to Use Parliamentary Procedure

Answers to PRACTICE MATERIAL: How to Use Parliamentary Procedure, p. 7

Your teacher and you will have to judge how well you do these practice exercises.

Answers to TEST: How to Use Parliamentary Procedure, p. 7

Scoring directions: Check your answers to see how they compare with the following. Each correct answer is worth ten points.

1. (a) Will the meeting please come to order? (b) Will the secretary please read the minutes of the previous meeting?
2. The meeting was called to order by the chairman, in Room at o'clock on (date). The minutes were read and approved. The treasurer reported \$3.50 in the treasury. A motion was made and seconded that the class go on a picnic. The motion was carried. The meeting was adjourned at o'clock.

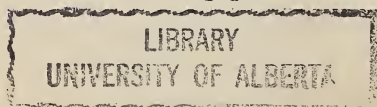
Respectfully submitted,

....., Secretary

3. The minutes stand approved as read.
4. The balance in the treasury at the time of our previous

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2. The meeting was called to order by the chairman,, in Room at o'clock on (date). The minutes were read and approved. The treasurer reported \$3.50 in the treasury. A motion was made and seconded that the class go on a picnic. The motion was carried. The meeting was adjourned at o'clock.

Respectfully submitted,

....., Secretary

3. The minutes stand approved as read.
4. The balance in the treasury at the time of our previous

meeting was was collected in dues.
..... was paid out for The balance is now
.....

5. May we have the report of the committee on?
6. I move that our class give two dollars to the Red Cross.

[Page 8]

7. It has been moved and seconded that our class give two dollars to the Red Cross. Is there any discussion?
8. There is a motion on the floor.
9. It has been moved and seconded that our class give two dollars to the Red Cross. All those in favor signify by raising their right hands. All those opposed, same sign.
10. (a) The motion is carried. (b) The motion is defeated.

**Answers to RETEST: How to Use Parliamentary
Procedure, p. 8**

Scoring directions: Check your answers to see how they compare with the following. The number of credits for each correct answer is indicated in parentheses following the answer.

Chairman: Will the meeting please come to order? Will the secretary please read the minutes of the previous meeting? (5 points)

Secretary: The meeting was called to order by the President,, in Room 218 at 3 o'clock on (date). The minutes were read and approved. The treasurer reported in the treasury. A motion was made and seconded that we have an entertainment each Friday. The motion was carried. A motion

was made and seconded to have refreshments at the entertainments. The motion was defeated. The meeting was adjourned at 3:45 P.M. Respectfully submitted,, Secretary. (15 points)

[Page 9]

Chairman: Are there any corrections or additions? If not, the minutes stand approved as read. May we have the treasurer's report? (10 points)

Treasurer: The balance at the previous meeting was \$1.70. Fifty cents was spent for decorations. The balance in the treasury is \$1.20. (10 points)

Chairman: Is there any old business? Is there any new business? (5 points)

Pupil: I move that our class go on a trip to the Standard Food Factory. (5 points)

Pupil: I second the motion. (5 points)

Chairman: It has been moved and seconded that our class go on a trip to the Standard Food Factory. Is there any discussion? (10 points)

Pupil: I'd like to go. (5 points)

Chairman: It has been moved and seconded that our class go on a trip to the Standard Food Factory. All those in favor signify by raising their right hands. All those opposed, same sign. The motion is carried. (10 points)

Pupil: I move that the meeting be adjourned. (5 points)

Pupil: I second the motion. (5 points)

Chairman: It has been moved and seconded that the meeting be adjourned. All those in favor signify by raising their right hands, all those opposed, same sign. The meeting is adjourned. (10 points)

Skill 2

How to Understand Social-Studies Reading

**Answers to PRACTICE MATERIAL: How to Understand
Social-Studies Reading, p. 14**

HOUSING IN CHINA

Scoring directions: Mark each item on your paper either right or wrong. If you have a letter on your paper that is not included in the answer key, it must be marked wrong. Count the number of correct answers. Subtract the number of wrong answers. Multiply the result by ten. This answer is your grade on this test.

1. *c*

3. *a*

2. *b*

c

[Page 15]

4. *b*

6. *a*

5. *a*

b

b

c

**Answers to TEST: How to Understand Social-Studies
Reading, p. 18**

HOUSING IN SWEDEN

Scoring directions: Mark each item on your paper either right or wrong. If you have a letter on your paper that is not included in the key, it must be marked wrong. Count the number of correct answers. Subtract the number of wrong answers. Multiply the result by five. This answer is your grade on this test.

[6]

1. *b*
2. *c*
3. *b*

3. *d*
- f*

4. *c*
5. *b*
6. *a*

[Page 19]

7. *b*
8. *a*
- b*
- c*

8. *f*
- g*
9. *a*
- c*

9. *d*
- e*
- f*
- h*

**Answers to RETEST: How to Understand Social-
Studies Reading, p. 23**

PEORIA, ILLINOIS, AND THE CORN BELT

Scoring directions: Mark each item on your paper either right or wrong. If you have a letter on your paper that is not included on the key, it must be marked wrong. Count the number of correct answers. Subtract the number of wrong answers. Multiply the result by five. This answer is your grade on this test.

1. *a*
- b*
- d*
- f*
- h*

2. *c*
3. *a*
4. *a*
- b*

4. *c*
- e*
- g*
- h*

[Page 24]

5. *b*
6. *a*
- b*

7. *a*
- b*

7. *c*
- d*

Skill 3

How to Use an Encyclopedia

Answers to PRACTICE MATERIAL: How to Use an Encyclopedia, p. 29

Scoring directions: Each correct answer counts ten points.

- | | |
|------------------------|-------|
| 1. U-V | 6. B |
| 2. I-J | 7. G |
| 3. S or H (Elias Howe) | 8. C |
| 4. N-O | 9. F |
| 5. K-L or N-O | 10. P |

Answers to TEST: How to Use an Encyclopedia, p. 29

You and your teacher will have to judge how well you do these exercises.

Answers to RETEST: How to Use an Encyclopedia, p. 30

You and your teacher will have to judge how well you do these exercises.

Skill 4

How to Make an Honest Report

**Answers to PRACTICE MATERIAL, TEST, AND RETEST:
How to Make an Honest Report, pp. 34 and 36**

Your teacher and you will have to judge how well you succeed in putting these reports into your own words.

Skill 5

How to Use a Dictionary

Answers to PRACTICE MATERIAL: How to Use a Dictionary, p. 39

Scoring directions: Since every dictionary has its own system of marking the pronunciation of words and its own key words, it is impossible to give correct answers here. Many different answers will be correct, depending upon which dictionary is used. Your teacher will help you to decide whether your answers are correct.

Each correct pronunciation counts five points; each of the ten sets of key words counts five points. If only one of the key words is given when two or more are needed, mark the answer half credit.

Answers to TEST: How to Use a Dictionary, p. 40

Scoring directions: Since pronunciation markings are different in different dictionaries, no one correct marking can be given here. Therefore, your teacher will help you to decide whether your pronunciation marks are correct.

Although dictionaries differ in the ways in which they explain the meanings of words, the chances are that the definitions which you find in your dictionary will be somewhat like those that follow.

Count five points for each correct pronunciation and five points for each correct meaning.

1. *anticipate*—to expect; look forward to
2. *consistent*—keeping or inclined to keep to the same principles, course of action, etc.

3. *opaque*—not letting light pass through; dark; not shining
4. *intercept*—to seize or stop on the way from one place to another
5. *scrutinize*—to examine closely
6. *immortal*—living forever

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7. *executive*—having to do with carrying out or managing affairs; person who manages affairs
8. *hypocrite*—person who pretends to be what he is not
9. *frivolous*—lacking in seriousness or sense
10. *ascertain*—to find out

Answers to RETEST: How to Use a Dictionary, p. 41

Scoring directions: Same as those under Answers to Test: How to Use a Dictionary.

1. *secretive*—having the habit of secrecy
2. *requisite*—required by circumstances
3. *impetuous*—moving with great force or speed
4. *adequate*—as much as is needed; sufficient
5. *discriminate*—to make or see a difference
6. *legislature*—a group of persons that has the duty and power of making laws for a state or country
7. *antagonist*—one who fights, struggles, or contends against another
8. *aggressor*—one who begins an attack or quarrel
9. *hospitable*—receiving or entertaining guests generously and kindly
10. *predominant*—having more power, authority, or influence than others

Skill 6

How to Use a Map

**Answers to PRACTICE MATERIAL: How to Use a Map,
p. 43**

PART ONE

Your teacher and you will have to judge how well you do these practice exercises.

PART TWO

[Page 44]

Scoring directions: If your estimates of mileage are within the limits listed, your answer may be considered correct. Each item in the test counts five points.

- | | |
|---------------------------------|-----------------------|
| 1. <i>a.</i> 2600 to 3500 miles | 2. <i>c.</i> True |
| <i>b.</i> 650 to 750 miles | <i>d.</i> True |
| <i>c.</i> 1500 to 1900 miles | <i>e.</i> True |
| <i>d.</i> 600 to 900 miles | <i>f.</i> True |
| <i>e.</i> 550 to 650 miles | <i>g.</i> True |
| <i>f.</i> 250 to 375 miles | <i>h.</i> True |
| | <i>i.</i> False |
| 2. <i>a.</i> True | |
| <i>b.</i> True | 3. <i>a.</i> Columbus |

[Page 45]

- | | |
|------------------------|-----------------------|
| 3. <i>b.</i> Cheyenne | 3. <i>d.</i> Hartford |
| <i>c.</i> Grand Rapids | <i>e.</i> Mobile |

Answers to TEST: How to Use a Map, p. 45

PART ONE

Your teacher and you will have to judge how well you do these exercises.

PART TWO

[Page 45]

Scoring directions: If your estimates of mileage are within the limits listed, your answer may be considered correct. Each item in the test counts five points.

- | | |
|---------------------------------|---------------------------------|
| 1. <i>a.</i> 2200 to 2800 miles | 1. <i>d.</i> 2000 to 2800 miles |
| <i>b.</i> 400 to 500 miles | <i>e.</i> 750 to 900 miles |
| <i>c.</i> 400 to 525 miles | |

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- | | |
|-------------------|--------------------|
| 2. <i>a.</i> True | 2. <i>i.</i> False |
| <i>b.</i> False | <i>j.</i> True |
| <i>c.</i> True | <i>k.</i> True |
| <i>d.</i> False | <i>l.</i> True |
| <i>e.</i> False | <i>m.</i> True |
| <i>f.</i> False | <i>n.</i> True |
| <i>g.</i> True | <i>o.</i> True |
| <i>h.</i> False | |

Answers to RETEST: How to Use a Map, p. 46

Your teacher and you will have to judge how well you do this exercise.

Skill 7

How to Use an Atlas

Answers to PRACTICE MATERIAL: How to Use an Atlas, p. 48

Your teacher and you will have to judge how accurately you make your map locations. One set of pronunciation markings follows. Remember that the markings may be

different in other atlases, although they indicate the same spoken sound.

1. Fresno (frěz'-nō)
3. Butte (būt)
4. Cheyenne (shī-ě'n')
10. Nueces (nū-ā'-sās)

[Page 49]

14. Tahoe (tā'-hō)

Answers to TEST: How to Use an Atlas, p. 49

Scoring directions: Check your answers with the following chart. Since there are thirty-three items, each counts three points. From 100, subtract three times the number you have wrong. The result is your score. Remember that the pronunciation markings may be different in other atlases, although they indicate the same spoken sound.

<i>Place</i>	<i>State</i>	<i>Location</i>	<i>Pronunciation</i>
1. Oakland	California	West central	
2. Seattle	Washington	West central	
3. Boise	Idaho	West or southwest	boi'-zā
4. Santa Fe	New Mexico	North central	
5. Shreveport	Louisiana	Northwest	shrěv'-pōrt
6. Omaha	Nebraska	East or east central	
7. Milwaukee	Wisconsin	Southeast	
8. Chattanooga	Tennessee	South or south central	
9. Newark	New Jersey	North or northeast	
10. Birmingham	Alabama	Central or north central	

<i>Place</i>	<i>State</i>	<i>Location</i>	<i>Pronunciation</i>
11. Toledo	Ohio	Northwest	
12. Sabine River	Between Louisiana and Texas	Eastern boundary of Texas; western boundary of Louisiana	sà-bēn'
13. White Mountains	New Hamp- shire	North	
14. Yellowstone Lake	Wyoming	Northwest	
15. Great Salt Lake	Utah	Northwest	

Answers to RETEST: How to Use an Atlas, p. 50

Scoring directions: Check your answers with the following chart. Since there are thirty-three items, each counts three points. From 100, subtract three times the number you have wrong. The result is your score. Remember that the pronunciation markings may be different in other atlases, although they indicate the same spoken sound.

<i>Place</i>	<i>Country</i>	<i>Location</i>	<i>Pronunciation</i>
1. Callao	Peru	West central	käl-yä'ô
2. Copiapó	Chile	North	kō-pyā-pō'
3. Recife	Brazil	East central or northeast	râ-sē'-fě
4. São Paulo	Brazil	Southeast	soun-pou'loô
5. Arequipa	Peru	South	ä-râ-kē'pä
6. Córdoba	Argentina	Central	kôr'-dô-vā

<i>Place</i>	<i>Country</i>	<i>Location</i>	<i>Pronunciation</i>
7. Paramaribo	Dutch Guiana	North central	pâ-râ-mâ'- rê-bō
8. Manáos	Brazil	North	mă-nă'-ōs
9. Sucre	Bolivia	South	sōō'-krā
10. Barranquilla	Colombia	North	bār-rān-kēl'- yă
11. Villarrica	Paraguay	South central	vēl-yă-rē'-kā

Skill 8

How to Do Committee Work

Answers to PRACTICE MATERIAL, TEST, AND RETEST:
How to Do Committee Work, pp. 53 and 54

Your teacher and your classmates will have to decide how well you do committee work.

Skill 9

How to Take Part in a Social-Studies Discussion

**Answers to PRACTICE MATERIAL: How to Take Part in
a Social-Studies Discussion, p. 57**

Your teacher and you will have to judge how well you do in this practice discussion.

**Answers to TEST: How to Take Part in a Social-Studies
Discussion, p. 58**

Scoring directions: Each of your answers which is somewhat like the following key counts ten points.

1. I agree with John because
2. Adding to what Bill said
3. I agree with Mary that
4. In answering Peggy's question, I'd like to say
5. I disagree with John and Bill and the others about this question because
6. I'd like to ask Martin a question. Couldn't parents help with this course
7. Adding to what Martin said, I'd like to ask
8. I agree with Ethel and Martin and besides
9. Answering Ethel's question, I think that automobile companies
10. Summing up, I'd like to ask

**Answers to RETEST: How to Take Part in a Social-Studies
Discussion, p. 59**

Scoring directions: Each of the correct answers counts twenty points.

1. Richard
2. Murray
3. Arthur
4. Celeste
5. Clarence

Skill 10

How to Use the Library Card Catalogue

Answers to PRACTICE MATERIAL: How to Use the Library Card Catalogue, p. 63

Scoring directions: Each correct answer counts ten points.

- | | |
|-----------|-------------------------|
| 1. M | 3. N-O or P (Petroleum) |
| 2. F or P | 4. S or C-Cl |

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- | | |
|--------|--------------|
| 5. L | 8. D-E |
| 6. T-V | 9. S |
| 7. A | 10. S or T-V |

Answers to TEST: How to Use the Library Card Catalogue, p. 64

Your teacher and you will have to judge how well you do these exercises.

Answers to RETEST: How to Use the Library Card Catalogue, p. 65

Your teacher and you will have to judge how well you do these exercises.

Skill 11

How to Use an Index

Answers to PRACTICE MATERIAL: How to Use an Index, p. 67

Scoring directions: Each correct answer counts ten points.

- | | |
|--------------------------|-----------------------|
| 1. 284 | [Page 68] |
| 2. Yes | 7. 47-50 |
| 3. Sports and recreation | 8. Speech, freedom of |
| 4. 75-77 | 9. 293-297 |
| 5. No | 10. Education |
| 6. Slums | |

Answers to TEST: How to Use an Index, p. 68

Scoring directions: Each correct answer counts ten points.

- | | | |
|----------------------------|-----------|-------------|
| 1. 104-106 | [Page 69] | 7. 'Yes |
| 2. Yes | 4. 277 | 8. Manners |
| 3. Community relationships | 5. Yes | 9. 80-82 |
| | 6. Crime | 10. Chinese |

Answers to RETEST: How to Use an Index, p. 69

Scoring directions: Each correct answer counts ten points.

- | | | |
|---------------|---------------|----------|
| 1. 18 | [Page 70] | 8. Yes |
| 2. Recreation | 6. 124-126 | 9. 65-66 |
| 3. 137 | 7. Government | 10. 7 |
| 4. Yes | and local | |
| 5. 297 | government | |

Skill 12

How to Use *The World Almanac*

Answers to PRACTICE MATERIAL, TEST, AND RE-TEST: How to Use *The World Almanac*, pp. 73-74

Your teacher and you will have to judge how well you use the latest copy of *The World Almanac* available.

Skill 13

How to Locate References on a Topic

Answers to PRACTICE MATERIAL: How to Locate References on a Topic, p. 76

1. Look in card catalogue under "Inventions".
2. Look in encyclopedias.
3. Look in *The World Almanac*.

(Or find references at the end of a chapter in an American history or other book that would include a list of inventions.)

Answers to TEST: How to Locate References on a Topic, p. 76

Your teacher will judge these answers.

Answers to RETEST: How to Locate References on a Topic, p. 76

Your teacher will judge these answers.

Skill 14

How to Read Simple Graphs

Answers to PRACTICE MATERIAL: How to Read Simple Graphs, p. 79

TEST ON GRAPH, "Growth of Five Cities of the United States, 1870-1940"

- | | | |
|---------|----------|---------|
| 1. True | 2. False | 3. True |
|---------|----------|---------|

[Page 80]

- | | | |
|----------|----------|----------|
| 4. True | 7. False | 8. False |
| 5. False | | 9. False |
| 6. True | | 10. True |

Answers to TEST: How to Read Simple Graphs, p. 81

TEST ON GRAPH, "Population Per Square Mile in Massachusetts"

- | | | |
|----------|---------|----------|
| 1. True | 3. True | 4. False |
| 2. False | | 5. True |

Answers to RETEST: How to Read Simple Graphs, p. 82

TEST ON GRAPH, "Manufactures and Agriculture of South Carolina"

- | | | |
|---------|----------|---------|
| 1. True | 3. False | 4. True |
| 2. True | | 5. True |

Skill 15

How to Read Pictorial Graphs and Maps

**Answers to PRACTICE MATERIAL: How to Read
Pictorial Graphs and Maps, p. 85**

TEST ON GRAPH, "Wheat Production in the U. S. A."

Scoring directions: Each correct answer counts twenty points.

- | | | |
|----------|---------|----------|
| 1. False | 3. True | 4. True |
| 2. False | | 5. False |

**Answers to TEST: How to Read Pictorial Graphs and
Maps, p. 85**

TEST ON GRAPH, "World Wheat Production"

Scoring directions: Each correct answer counts ten points.

- | | | | |
|----------|---------|----------|----------|
| 1. False | 3. True | 4. False | 5. False |
| 2. True | | | 6. False |

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- | | | | |
|---------|----------|---------|----------|
| 7. True | 8. False | 9. True | 10. True |
|---------|----------|---------|----------|

**Answers to RETEST: How to Read Pictorial Graphs and
Maps, p. 87**

TEST ON PICTORIAL MAP, "Republic of Mexico"

Scoring directions: Each correct answer counts five points.

- | | | | |
|---------|----------|----------|-----------|
| 1. True | 4. True | 7. False | 10. True |
| 2. True | 5. False | 8. False | 11. False |
| 3. True | 6. True | 9. True | 12. True |

13. False

14. True

15. False

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16. False

18. False

20. True

17. True

19. True

Skill 16

How to Read Percentages, Estimates, and Figures

**Answers to PRACTICE MATERIAL: How to Read
Percentages, Estimates, and Figures, p. 93**

1. Twenty per cent do not have jobs.

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2. The company is interested in making a high estimate of the number of motorists using its gasoline. No authority is given for the estimate.
3. You would want to know (1) how many blind people are being helped, (2) how much assistance is being given blind people, (3) how many blind people still need help. (Or you may have some other point that would be important to know in judging cost.)

**Answers to TEST: How to Read Percentages, Estimates,
and Figures, p. 94**

1. You would want to know (1) how large New York City is, (2) how efficient the Police Department is, (3) how high taxes are in New York City. (Or you may have some other point that would be important to know in judging cost.)

2. Thirty per cent were not members of school clubs and did not enjoy the many advantages of membership.
3. The department store is interested in having it appear that there were a large number of shoppers. The store might judge a crowd to be much larger than it really was.
4. One might expect such an official to base his estimates on accurate figures because he might be called to account for his statements.

Answers to RETEST: How to Read Percentages, Estimates, and Figures, p. 95

1. Eight per cent do not receive proper food and need it.
2. No authority is given for the estimate. Advertisements sometimes exaggerate.
3. Must he buy his own lunches? *or* Must he pay his own carfare? *or* Must he save money for his clothes from this amount? *or* How much of the allowance does he need for school supplies? *or* How old is Bill?

Skill 17

How to Outline Social-Studies Material

Answers to PRACTICE MATERIAL: How to Outline Social-Studies Material, p. 98

PRODUCTION IN SOUTH AMERICA

- I. Agriculture, crops, and live stock
 - A. Agriculture is its greatest source of wealth.

1. Only about 5 per cent of its area is under cultivation.
 2. About 90 per cent of this cultivated area is in Brazil and Argentina.
 3. Provides three-fourths of its exports
 4. More than one-half of cultivated land produces
 - a. corn
 - b. coffee
 - c. wheat
 - d. alfalfa
 5. Small fraction of land produces
 - a. flaxseed
 - b. cacao
 - c. cotton
 - d. sugar
 6. Rest of land produces for home consumption
 - a. tobacco
 - b. olives
 - c. peanuts
 - d. tropical fruits and vegetables
 - e. citrus fruits
 - f. grapes
 - g. cereals
 7. Cattle and hogs raised in all countries
 8. Sheep raising is important in
 - a. Argentina
 - b. Uruguay
- B. Exports to world before 1939—South America provided
1. About 65 per cent of world's coffee

2. From 15 to 30 per cent of world's exported wheat and flour
3. About 75 per cent of its exported corn
4. About 85 per cent of its flaxseed
5. About 25 per cent of its cacao
6. About 80 per cent of its chilled and frozen beef
7. About 20 per cent of its mutton and lamb
8. About 90 per cent of its canned meats
9. About 30 per cent of its hides and skins
10. About 10 per cent of its wool

II. Mineral production

A. All South American countries have mineral resources, but Andean countries are most important.

1. Chile—natural sodium nitrate
2. Bolivia—tin
3. Chile, Peru, Bolivia—copper
4. Peru—bismuth and vanadium
 - a. Vanadium necessary for making of steel
5. Colombia—emeralds and platinum
6. Brazil—industrial diamonds and manganese
7. Guianas—gold, diamonds, bauxite

B. South America is a major source of petroleum.

1. Chief producers
 - a. Venezuela
 - b. Colombia
 - c. Peru
2. Deposits also in
 - a. Bolivia
 - b. Argentina
 - c. Ecuador

C. South America is limited in coal and iron.

1. Coal deposits are thin and poor.
2. Iron deposits
 - a. In Chile—high grade
 - (1) Shipped from country on account of lack of coal
 - b. In Brazil—high grade
 - (1) Undeveloped

III. Forest products

- A. Nearly one-half of South America is covered with forests.
- B. Forest products are 10 per cent of total trade.
 1. Quebracho from quebracho tree, used in tanning, is most important.
 2. Rubber
 3. Balata
 4. Brazil nuts
 5. Vegetable wax
 6. Ivory nuts
 7. Cabinet woods

Answers to TEST: How to Outline Social-Studies Material, p. 100

MANUFACTURING THE EARLY AUTOMOBILE

- I. Automobile has been important only a short time.
 - A. Grandparents may remember first "horseless carriages".
 - B. Between 1895 and 1905 automobiles were crude affairs.
 1. Driver had to be a mechanic.
 2. There were no garages and filling stations.
 3. People did not take long trips.

- II. One of first automobile races was held in America on Long Island in 1900.
 - A. Gasoline, steam, and an electric automobile competed.
 - B. Electric car won at speed of 25 miles per hour.
- III. The earliest automobiles were hand-built.
 - A. Each part was designed as it was needed.
 - B. Automobiles were very expensive.
- IV. Henry Ford built a car that almost anyone could afford to buy.
 - A. He cut number of models.
 - 1. At first to three
 - 2. Then to one
 - B. He lowered the price.
 - 1. At first to \$1,200
 - 2. In 1913 to \$550
 - C. He made money because he sold so many cars.
- V. Ford started two new methods of manufacturing.
 - A. He made parts of all cars exactly alike.
 - B. He started mass production.
 - 1. Every workman had just one job to do.
 - 2. Automobiles were put together on an assembly line.
 - 3. All manufacturers later copied Ford's methods.

**Answers to RETEST: How to Outline Social-Studies
Material, p. 100**

PEORIA, ILLINOIS, AND THE CORN BELT

- I. The corn belt in summer time.
 - A. Miles and miles of growing corn
 - B. Different varieties—different heights

- II. The corn belt in the fall
 - A. Corn stalks stacked in rows
 - B. Corn cribs full of unshelled corn
- III. The corn belt includes many states.
 - A. Illinois
 - B. Iowa
 - C. Missouri
 - D. Indiana
 - E. Ohio
 - F. Part of Nebraska
 - G. Part of Kansas
- IV. Peoria, Illinois, is in the heart of the corn belt.
 - A. It is the second largest city in Illinois.
 - B. It is built on a plateau forty feet above the Illinois River.
 - C. It manufactures tools and farm implements.
 - 1. plows
 - 2. harrows
 - 3. drills
 - 4. binders
 - 5. tractors
 - D. It is a wholesale and retail center for corn and corn products.
 - 1. Grain is shipped by boat to Chicago or to inland river cities.
 - 2. Fifteen railroads also carry grain.
- V. Uses of corn
 - A. Poultry feed
 - B. Feed for cows and other farm animals
 - C. Food for people
 - 1. Corn flakes

2. Corn muffins
 3. Canned corn
 4. Corn syrup
 5. Glucose
 6. Corn starch
- D. Starch for clothes
- VI. About three billion bushels of corn are raised annually in the United States.
- A. About one billion bushels are sent to market to be made into feed and products.
- B. About two billion bushels are kept on the farms.
1. About one billion bushels are used to feed hogs
 2. About one billion used to feed horses, cattle, and other farm animals.
- VII. The corn belt is important to America.

Skill 18

How to Prepare a Good Report

**Answers to PRACTICE MATERIAL: How to Prepare a
Good Report, p. 103**

1. When and how the railroad was invented; what the early railroads were like; where some of the first railroads in the United States ran; how railroads were improved; some of the most important railroads today; how much freight railroads carry; how many passengers they carry; what a trip on the modern railroad is like; etc.

2. Act out a description of a ride on an early railroad and one on a modern railroad; pretend you are a director of a modern railroad describing how his railroad has changed during its history; etc.
3. (a) Library card catalogue
(b) Encyclopedia
(c) *The World Almanac*
Any other usable reference may be granted credit.
4. Picture of early train, modern train; pictures of important kinds of freight hauled by railroads; picture of railroad workers; picture of special cars such as Pullman, refrigerator, dining.
5. Graph to show growth in number of miles of railroad tracks; graph to show number of passengers carried and freight hauled in different years; map to show railroad routes and railroad centers.

Answers to TEST: How to Prepare a Good Report, p. 103

Your teacher will judge how well you did this preparation.

**Answers to RETEST: How to Prepare a Good Report,
p. 103**

Your teacher and classmates will judge how well you prepared this report.

Skill 19

How to Give an Oral Report

Answers to PRACTICE MATERIAL: How to Give an Oral Report, p. 104

BARBARA'S REPORT

- | | | |
|-----------------------|-------|-------|
| 1. No | 4. No | 6. No |
| 2. No | 5. No | 7. No |
| 3. Fairly interesting | | |

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- | | | |
|--------|---------|--------|
| 8. Yes | 10. No | 12. No |
| 9. Yes | 11. Yes | |

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- (a) She might have drawn a map on the board to show the route of the canal or almost any other picture or diagram about the canal.
- (b) She might have pointed out important cities along the Erie Canal route or used the map in some other way.
- (c) She might have drawn a picture of a canal boat or pictures of some of the products exchanged by canal, or almost any other picture on the subject.
- (d) Instead of saying that the East and West exchanged goods, she could have told what things were exchanged.

or

Instead of saying that the need for improved trans-

portation was recognized she could have told how farmers complained that they could not sell their crops.

or

- Many other things—some of which you might suggest.
- (e) She might have spoken more slowly and stated some words with more emphasis.
 - (f) She could have given her report without an apology and she could have looked at the audience.

Answers to TEST: How to Give an Oral Report, p. 107

With the help of one of your classmates you will have to decide how well you have prepared your oral report.

Answers to RETEST: How to Give an Oral Report, p. 107

Your teacher and your classmates will have to decide how well you gave your oral report.

Skill 20

How to Make a Written Report

**Answers to PRACTICE MATERIAL, TEST, AND RETEST:
How to Make a Written Report, pp. 108, 111, and 117**

Your teacher and you will have to judge how well you write these reports. If, however, your report sounds exactly like your references, you may be sure that you have not done your work well.

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